games2train.com
Serious training
in a game
environment

MARC PRENSKY

DIGITAL GAME-BASED LEARNING

- PRACTICAL IDEAS FOR THE APPLICATION OF DIGITAL GAME-BASED LEARNING
- PROFILES OF THE MOST SUCCESSFUL GAME-BASED LEARNING PROGRAMS—AND THE COMPANIES THAT USE THEM
- CHECKLISTS FOR ESTABLISHING A GAME-BASED LEARNING PROGRAM IN YOUR COMPANY

Foreword by Sivasailam "Thiagi" Thiagarajan, President, Workshops by Thiagi

Sims/Games Used In Military For

- Recruitment
- Readiness & Training
- Rehearsal (Mission)
- Retention
- Resupply
- [Real Thing]

Digital Natives

Digital Immigrants

To the

Digital Natives

...

Digital Immigrants

HAVE AN ACCENT

EXAMPLES

of the Digital Immigrant Accent

- Printing out e-mails
- Not using the Internet
- Not instant messaging
- CD’s rather than mp3
- Film instead of digital
- One thing at a time
- Going step-by-step

The Problem:

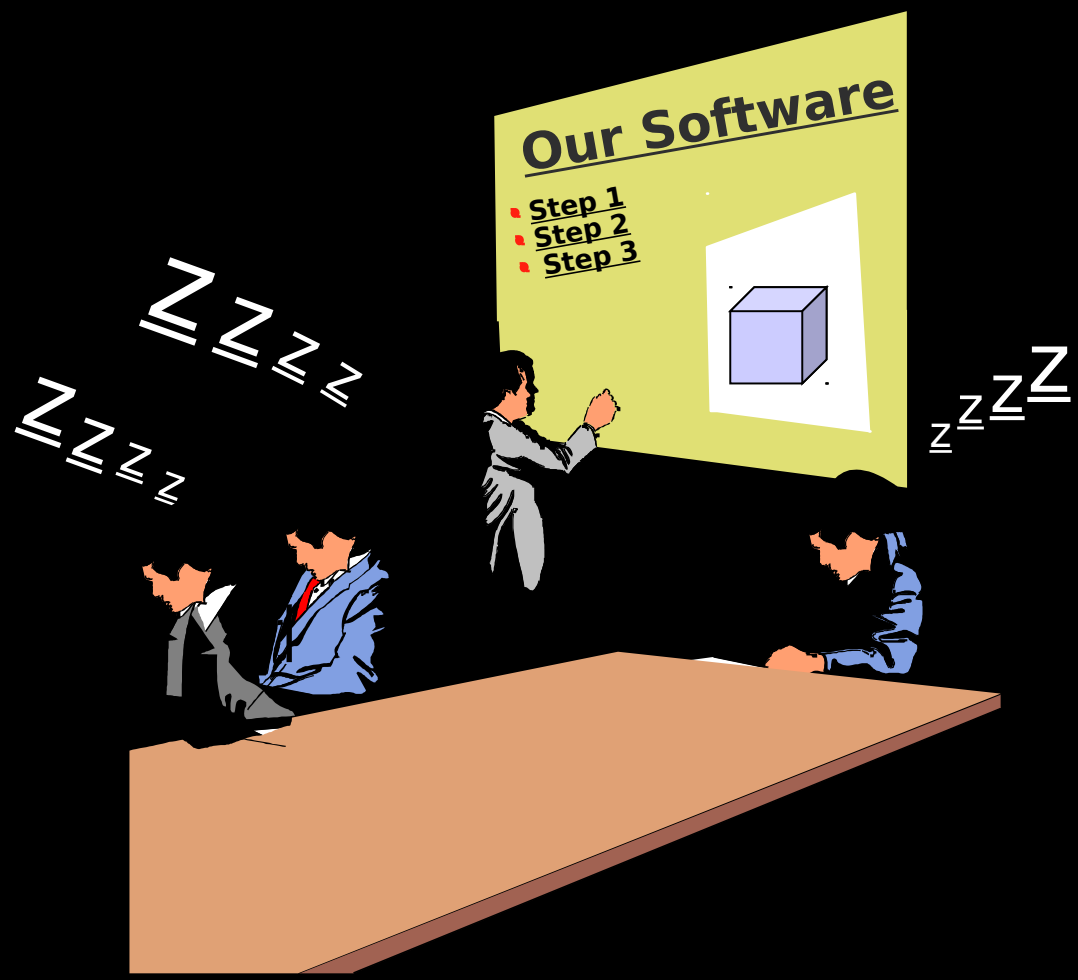
For the

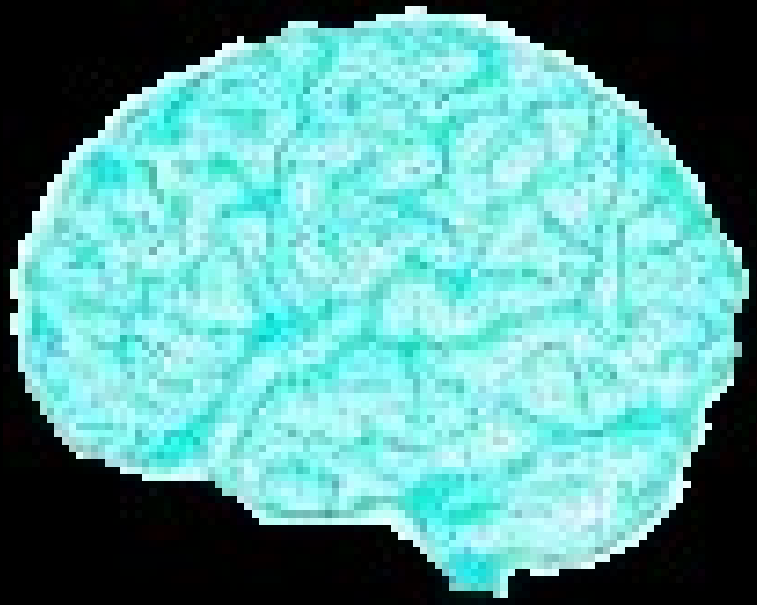
Digital Natives

...

THIS is e-Life:

but THIS is e-Learning:





from

conventional speed

to

from

linear processing

to

PARALLEL

PROCESSING

PARALLEL

from

step-by-step

to

from

text first

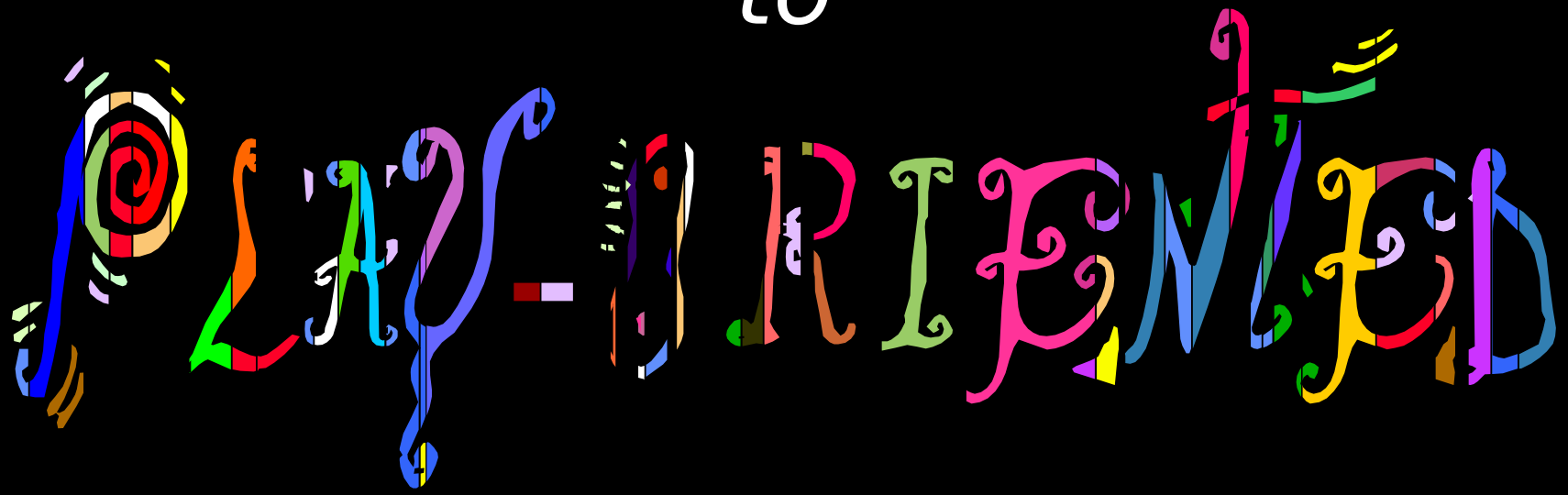
to

First GRAPHICS

from

work-oriented

to



SIMULATIONS

versus

GAMES

What's the Difference?

and

Why Does it Matter?

What is the Difference?

Actually a Continuum

No Clear Dividing Line

Bottom Line:

A PURE SIM	A PURE GAME
Focuses on the thing or process being simulated	Focuses on the user's experience

What's The Same?

- Possibility Spaces
- Interactivity
- Rules
- Outcomes
- Feedback
- Solo / Social
- Decisions & Choices

What's Different?

PURE SIM

- RD is Practice
- Copies Reality
- Life-paced
- External Meaning
- No Goals
- No Story
- No Struggle

PURE GAME

- RD is Entertainment
- Includes Fantasy
- Game-paced
- Internal Meaning
- Meaningful Goals
- Story / Representation
- Struggle for goal

What's Missing?

A PURE SIM DOESN'T:

- Reward/Promote
- Have levels of difficulty
- Adjust its level of difficulty to you and your progress

A PURE GAME DOESN'T:

- Include any "boring bits"
- Bother being real

Why Does It Matter?

Why Does It Matter?

Attitude

+

Motivation

Attitudes

PURE SIM

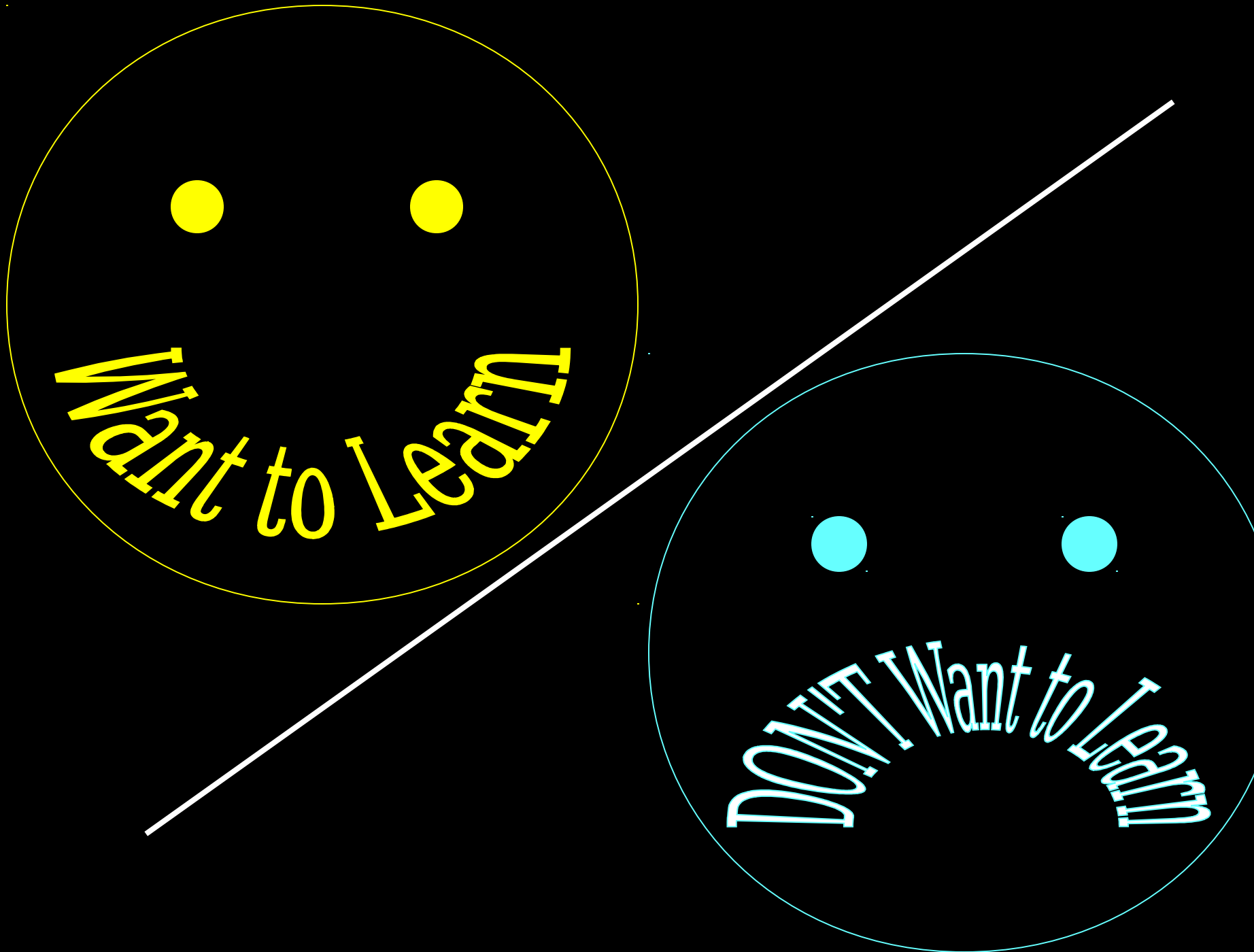
- It’s Work
- Do it right
- Serious
- Fear

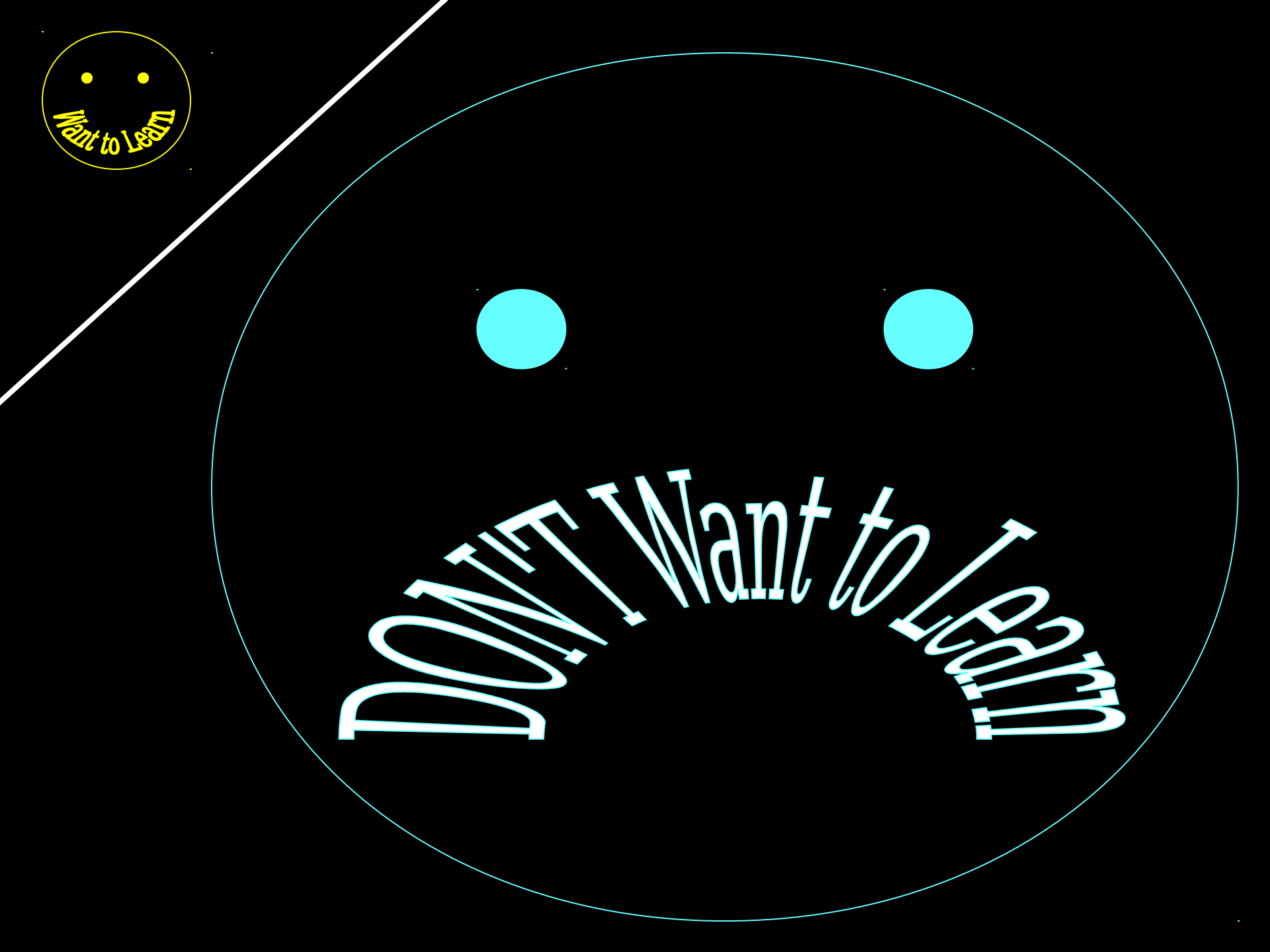
PURE GAME

- Playfulness
- Competitive spirit
- Achievement
- Victory

Motivation (engagement)

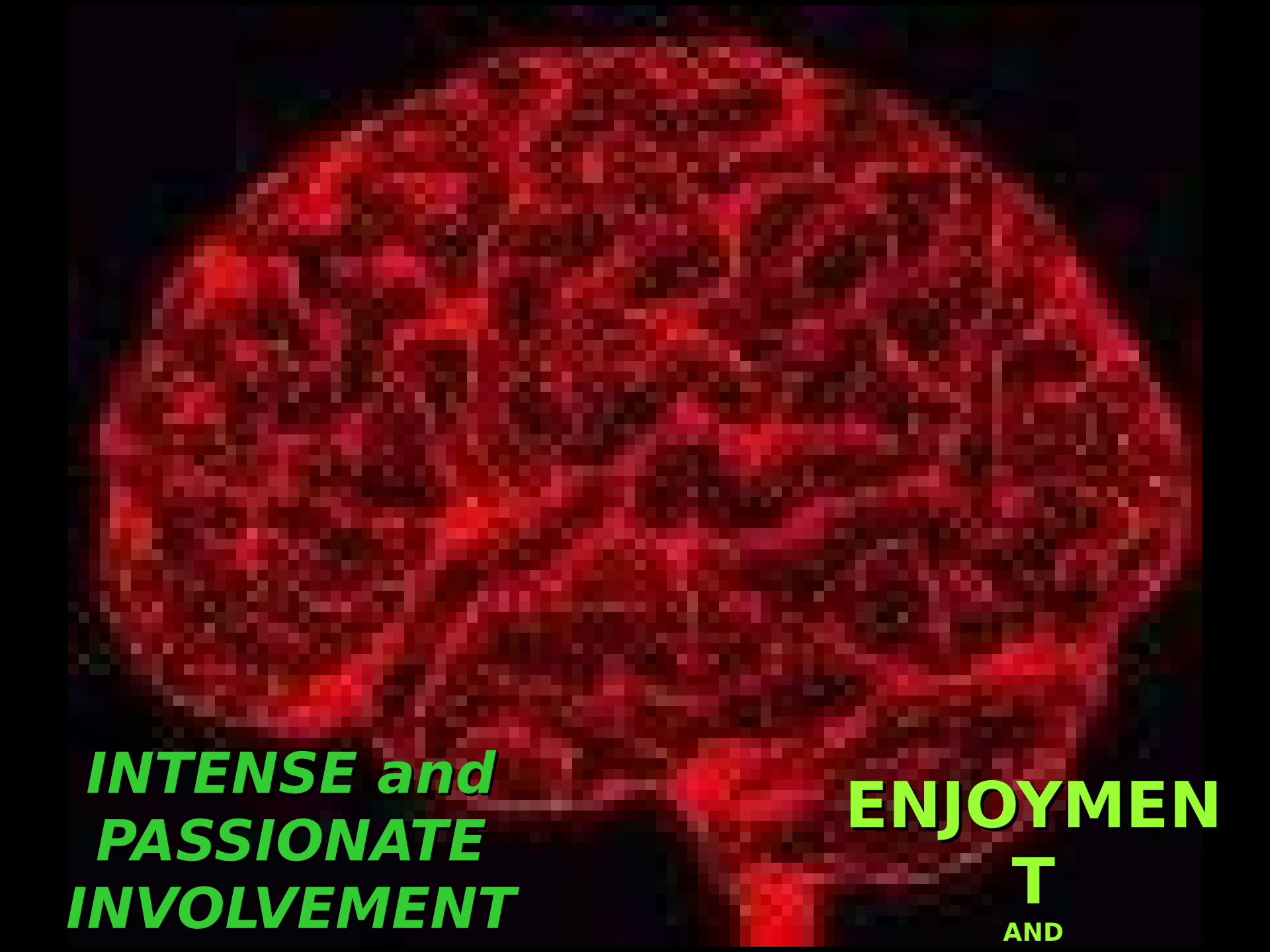
Want to Learn

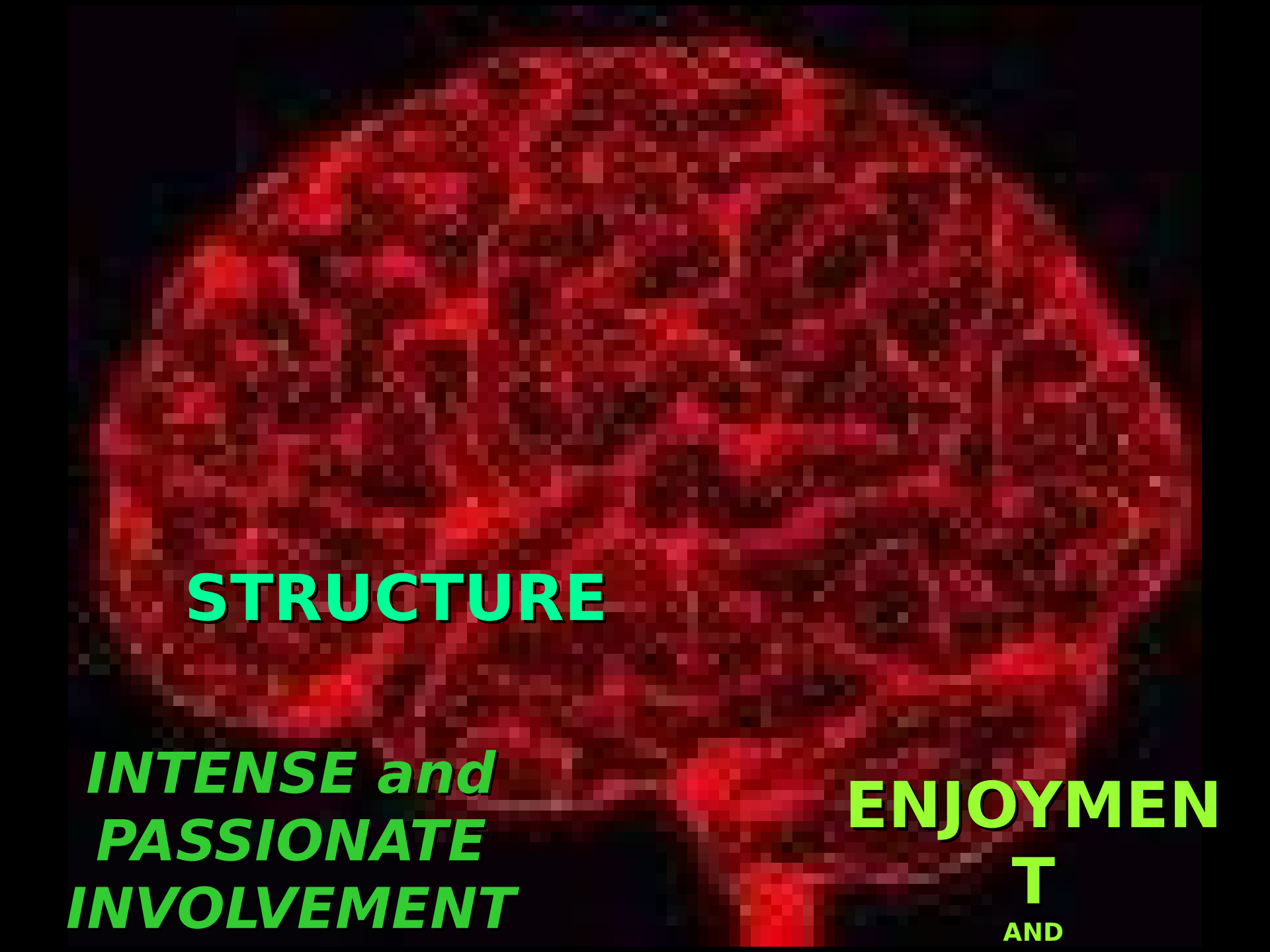

Want to Learn
DON'T Want to Learn

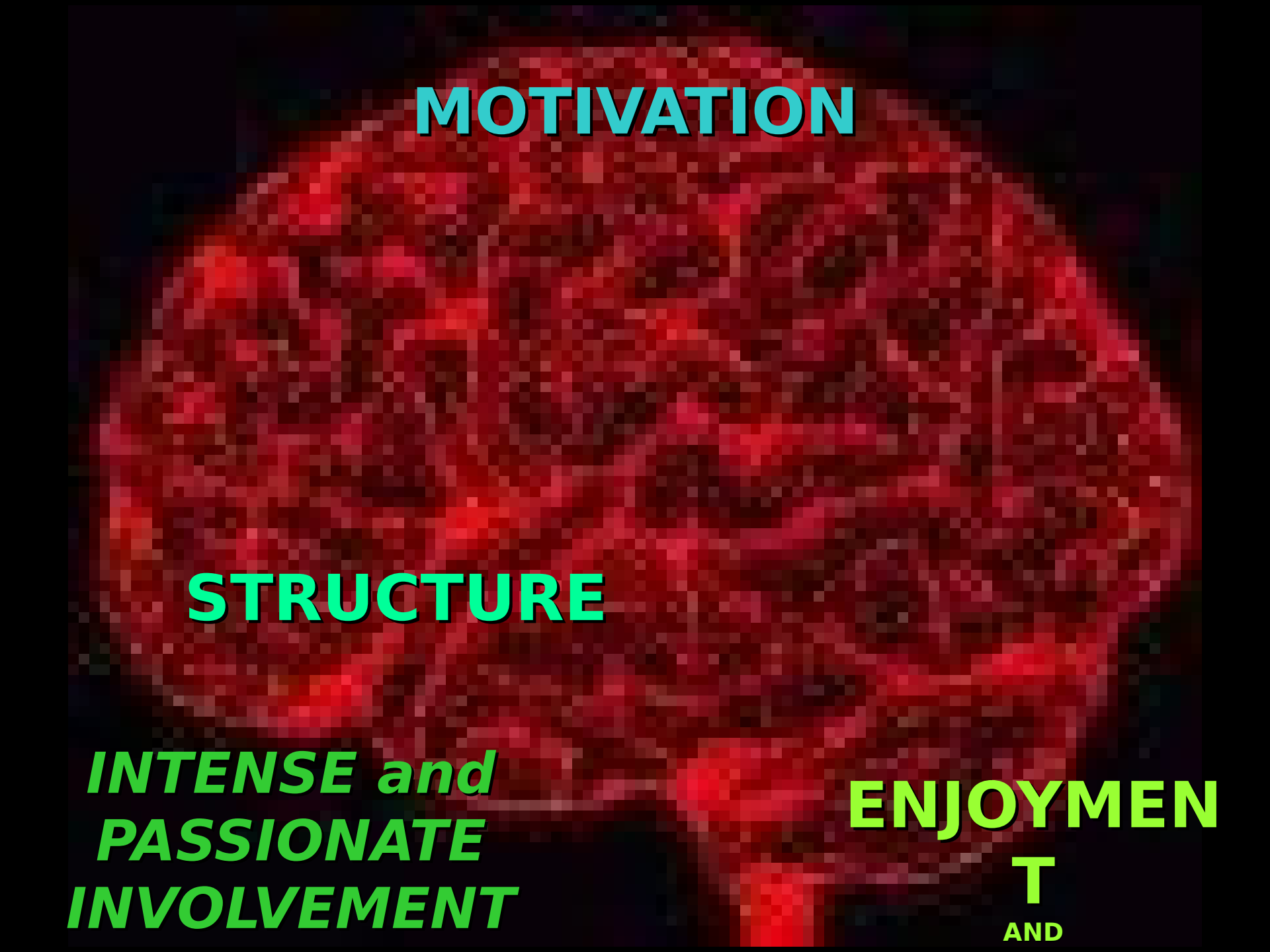

Want to Learn
DON'T Want to Learn

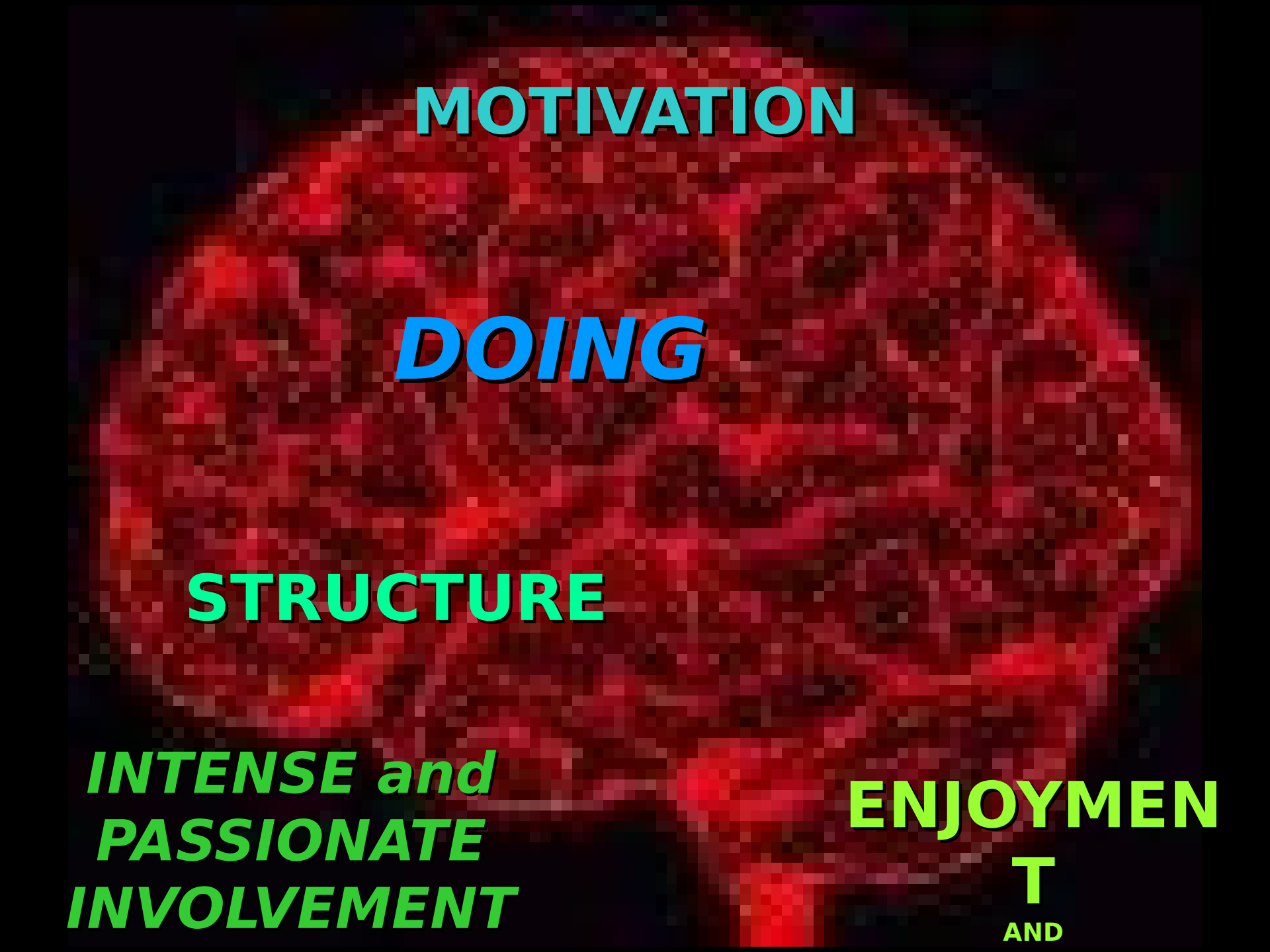
Games
ENGAGE
Us

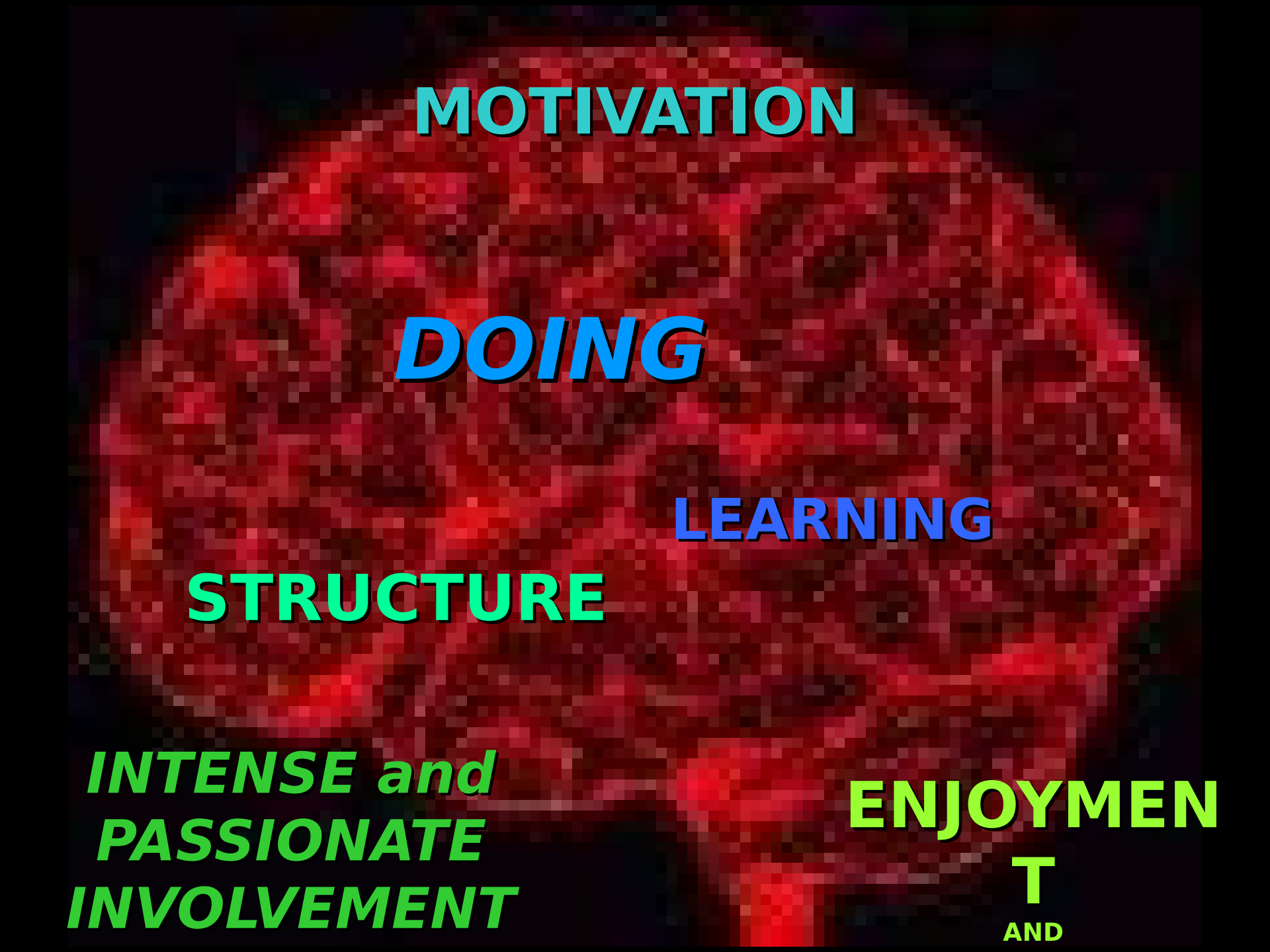
ENJOYMEN
T
AND

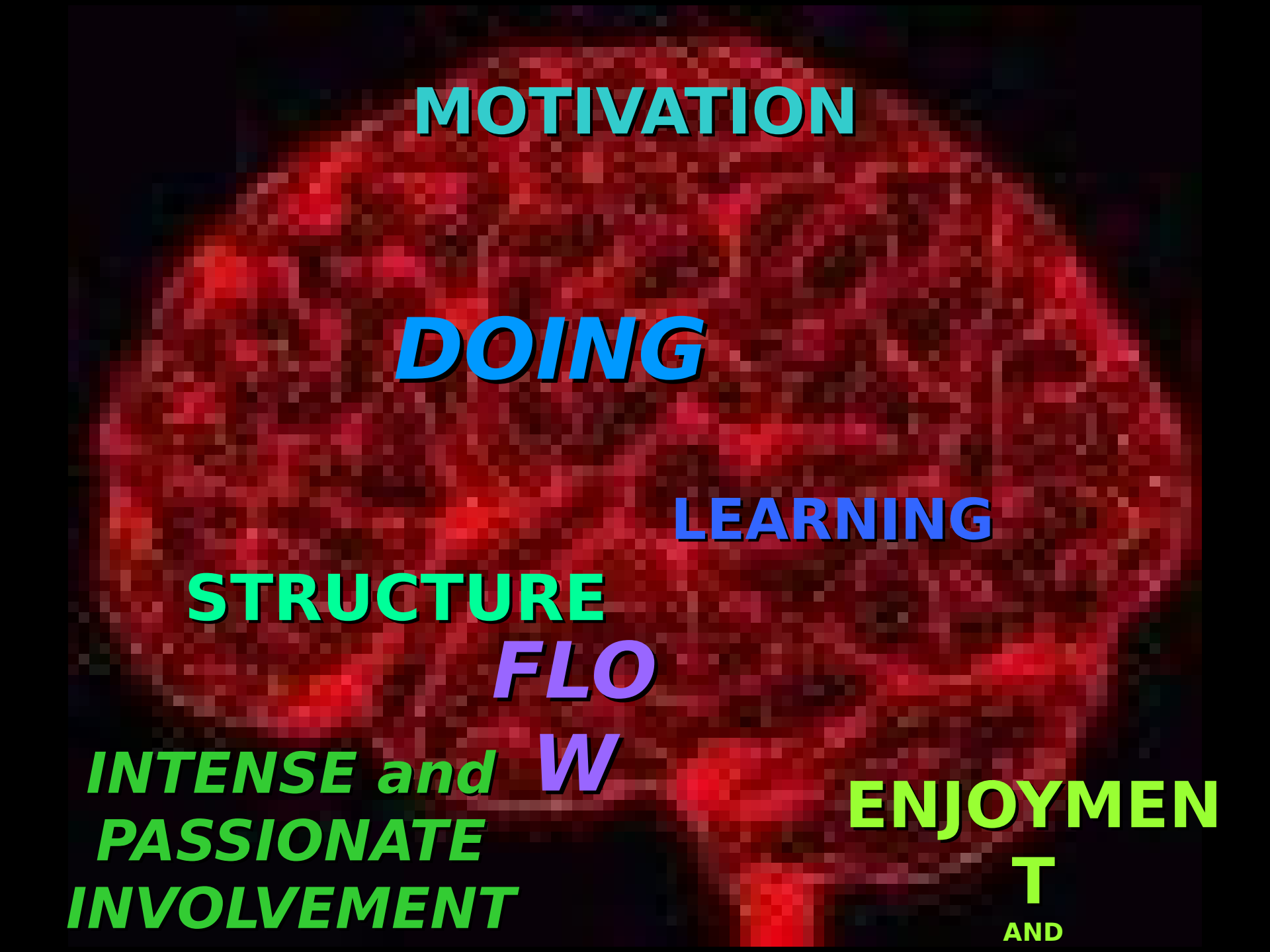

INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMEN
T
AND

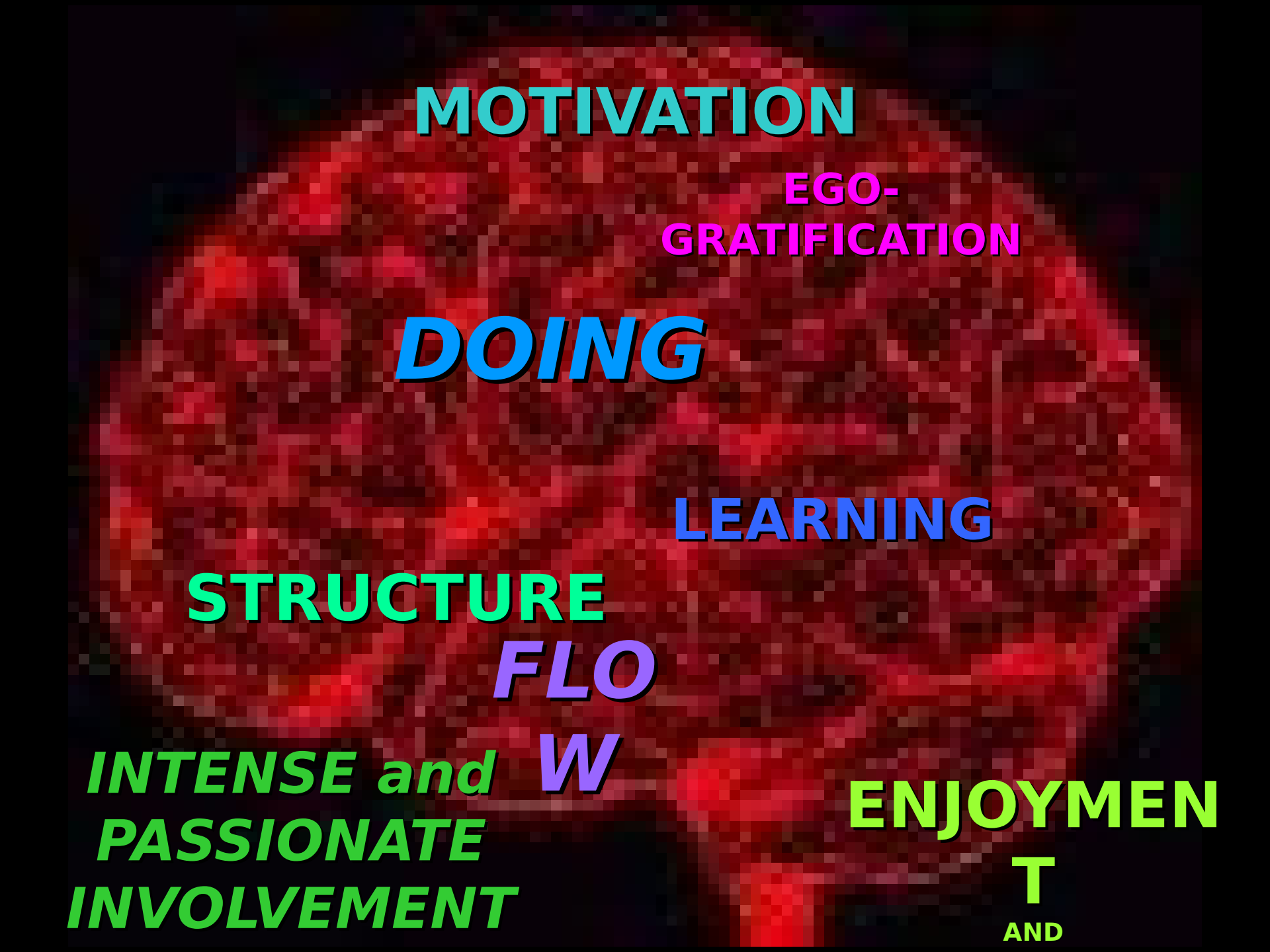

STRUCTURE
INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMEN
T
AND


MOTIVATION
STRUCTURE
INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMEN
T
AND


MOTIVATION
DOING
STRUCTURE
INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMEN
T
AND


MOTIVATION
DOING
LEARNING
STRUCTURE
INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMEN
T
AND


MOTIVATION
DOING
LEARNING
STRUCTURE
FLO
W
INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMEN
T
AND


MOTIVATION
EGO-
GRATIFICATION
DOING
LEARNING
STRUCTURE
FLO
W
INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMEN
T
AND

MOTIVATION
EGO-
GRATIFICATION
DOING
ADRENALINe
!
STRUCTURE
LEARNING
FLO
W
INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMEN
T
AND

MOTIVATION
EGO-
GRATIFICATION
DOING
CREATIVITY
ADRENALINe
!
LEARNING
STRUCTURE
FLOW
INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMENT
AND

MOTIVATION
EGO-
GRATIFICATION
DOING
CREATIVITY
ADRENALINe
!
LEARNING
STRUCTURE
FLOW
SOCIAL
GROUPS
INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMENT
AND

MOTIVATION
EMOTIO
N
EGO-
GRATIFICATION
DOING
CREATIVIT
Y
ADRENALINe
!
LEARNING
STRUCTURE
FLO
W
SOCIAL
GROUPS
INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMEN
T
AND

MOTIVATION
EMOTIO
N
EGO-
GRATIFICATION
DOING
CREATIVIT
Y
ADRENALINe
!
LEARNING
STRUCTURE
FLO
W
SOCIAL
GROUPS
INTENSE and
PASSIONATE
INVOLVEMENT
ENJOYMEN
T
AND

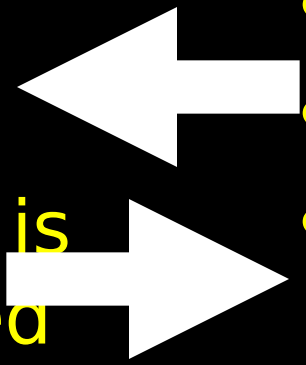
Bottom Line:

A PURE SIM	A PURE GAME
Focuses on what's being simulated	Focuses on the user's experience

Goal: Merge

PURE SIM

- Useful
- Accurate
- Focus on what is being simulated



PURE GAME

- Positive Attitude
- Engagement
- Focus on users experience

Issues in Merging

- Content – Reality vs. Fantasy
- Structure – Eye Candy vs. Gameplay
- Design – Engineering vs. Playing
- Complexity – Simulating People
- Measurement – Fun vs. Learning

Principles in Merging

1.

Is this game fun enough

t someone who is *not* in its target audie

would want to play it

(and would learn from it)?

2.
Do people using it
think of themselves as “players”
rather than “students” or “learners”?

3.

Is the experience addictive?

Does it produce great “word of mouth”?

Do users want to play again and again until they win, and possibly after?

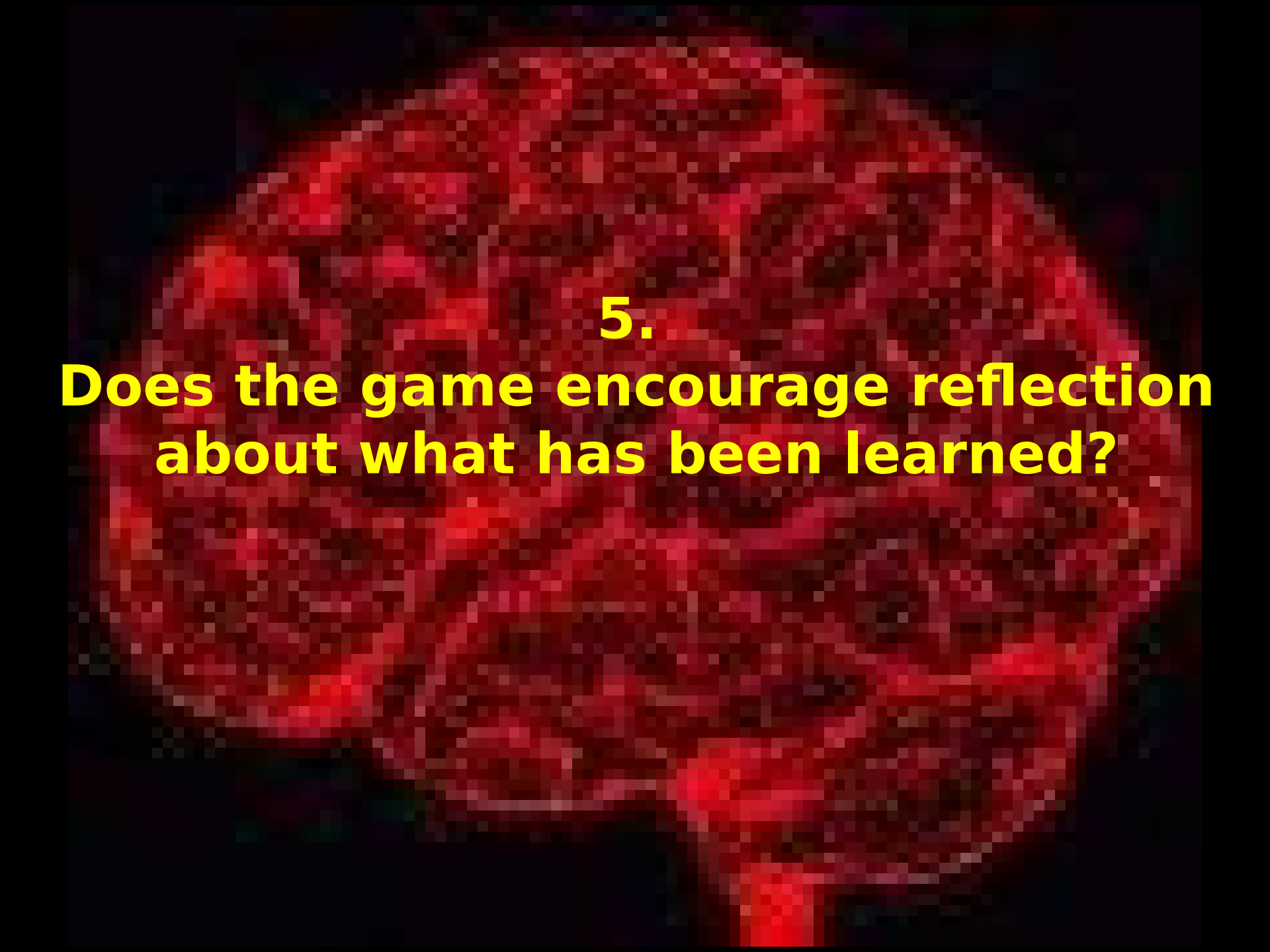
4.

re the players' skills in the subject matte

and learning content of the game

significantly improving at a rapid rate,

d getting better the longer he or she pla


5.
Does the game encourage reflection about what has been learned?

My Thesis

Recruits who grew up constantly playing computer and video games and interacting with other digital technologies THINK DIFFERENTLY

Games have always been a powerful learning tool.
The computer makes them EVEN MORE POWERFUL

The engagement and valuable skills that Digital Natives acquire as a result of playing video games CAN BE TRANSFERRED TO LEARNING

Digital Immigrant trainers, who generally do not understand these changes, wonder why THE OLD WAYS NO LONGER WORK

If we employ the language and power of digital games to teach the Digital Natives, we can achieve EXTREMELY POWERFUL RESULTS

My Thesis

- **Recruits who grew up constantly playing computer and video games and interacting with other digital technologies think differently.**
- **Games have always been a powerful learning tool. The computer makes them even more powerful.**
- **The engagement and valuable skills that Digital Natives acquire as a result of playing video games can be transferred to learning.**
- **Digital Immigrant trainers, who generally do not understand these changes, wonder why the old ways no longer work.**
- **If we employ the language and power of digital games to teach the Digital Natives, we can achieve extremely powerful results.**

marc@games2train.com

www.
marcprensky
.com
www.
twitchspeed
.com